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ABSTRACT

An overview is given of the higher education system in the state, and a statement of its principles made. The determination of university mission is outlined, giving the characteristics to be included in the statewide system in its comprehensive planning. Mission statements are presented for: the community colleges; Kentucky State University; Eastern Kentucky University; Morehead State University; Murray State University; Northern Kentucky University; Western Kentucky University; the University of Louisville; and the University of Kentucky. Close cooperation is encouraged between the state institutions and the independent colleges and universities. (MSE)

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National Center for Higher Education

A System
of Higher Education in Kentucky
including
University Mission Statements

COUNCIL ON HIGHER EDUCATION
COMMONWEALTH OF KENTUCKY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Commonwealth of Kentucky
Council on Higher Education
July 1, 1977

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A System of Higher Education in Kentucky

(Adopted by the Council on January 19, 1977)

The Current Task for Higher Education

Higher education in the United States has undergone a significant change in size, scope, and mission in just a few decades and today represents a major political, economic, and emotional investment. Colleges and universities have taken on leadership roles in society which differ fundamentally from their traditional roles. However, these changes have caused confusion over what the nature of higher education should be. Despite the power and prestige of higher education, universities often face conflicting demands and values from critical audiences. The current controversy over unemployed college graduates and "over-education" points out that for some the success of higher education is measured by the jobs graduates can get. Students have a variety of goals and ambitions for their higher education, and the institutions should recognize the validity of these goals. Colleges and universities can assist students in preparing for the job market; however, the availability of jobs is determined by conditions which are not controlled by the institutions.

The continuing task for higher education is to seek the optimum balance—a balance between needs for centers of humanism and enlightenment and needs for job training, a task that is complicated by shifting enrollments and decreasing revenues. In response to growing demands, a major emphasis in higher education will be the expansion of vocationally oriented programs. Many job areas that are predicted to have good potential in the near future are standard features of the curricula of many universities. Students will doubtless continue to enroll in these programs in increasing numbers as they search for training to insure employment. The manpower figures upon which much vocational education planning is based can be misleading; however, given the rapidity of change and the potential problem of obsolescent specialization, current job market conditions are of limited usefulness in job planning for a college freshman whose working life will extend long into the twenty-first century. To offset potential problems for students

faced with shifting job conditions, the institutions should expand their roles in the vocational counseling of students and in the continuing education of graduates and other adults.

Ironically, the best education for the future may be the traditional liberal arts curriculum. Today's students can maximize their opportunities through a general grounding in qualitative concepts and quantitative skills. Higher education, too, must maximize its chances by remaining flexible. The general liberal education program should not be subordinated to vocational education; however, vocational education should be recognized as an integral part of higher education.

Higher Education in Kentucky

Up to the present, the public and independent colleges and universities of Kentucky have been able to respond to the demands for educational programs and services in the Commonwealth. Indeed, the people of Kentucky should be proud of their accomplishments in providing higher education. The needs and goals of higher education in Kentucky could be met in various ways, and the institutions of higher education in the United States exhibit a variety of systems and organizations. At one extreme there is the single statewide institution, with multiple campuses. At the other extreme there are a number of autonomous institutions, each with a geographic service area and each with the full range of programs at all levels. The current organization of higher education in Kentucky can be located between these two extremes, though it is closer to the latter. This configuration of autonomous institutions may not be adequate to meet the future needs for higher education in the Commonwealth.

Within the general guidelines of the Kentucky Revised Statutes, the institutions of higher education have developed similar missions and courses of study. The institutional plans of the universities project further growth along similar lines for the period 1975-1980, both in proposed new programs and in the projected enrollment trends for specific programs. This high degree of congruence among institutions detracts from the unique capabilities of Kentucky's universities and limits their potential for responding to the broad educational needs of the Commonwealth.

What is needed in Kentucky is a system of higher education designed to fill the needs of the Commonwealth as a whole, rather than relatively autonomous institutions pursuing their own best interests. The term "system" has a number of meanings. The most general, however, is: A *system* is a set of units with relationships between them. The units have common properties and a common purpose. The state of each unit is constrained by, conditioned by, and dependent on the state of the other units. Based on these conditions, the total system can be more effective and efficient than its components.

A system of higher education in Kentucky must promote quality education and research, efficient use of resources, effective communications, and smooth movements of students between institutions. The system must encourage diverse programs to fulfill the wide-ranging needs of the state, but not at the cost of undesirable duplication. Therefore, each component institution should have a specific mission, in accordance with its unique capabilities and possibilities for service. The interaction of these institutions within a coherent framework could provide for the best education for all citizens. A well-differentiated, smoothly interrelating system for higher education in Kentucky could then be much more than the mere sum of its individual institutional parts.

A system of higher education must strive to adhere to the principles previously articulated. Of fundamental importance is the provision that any qualified citizen be provided an undergraduate education. The Commonwealth, its universities and colleges, and its governing agencies must take an active role in promoting educational opportunities. Kentucky is not fully realizing its educational potential. Since the current college-going rate is below the national average, Kentucky should encourage greater participation of its residents in higher education through increased student financial assistance, improved academic preparation, and expanded pre-college counseling. Kentucky also ranks high nationally in the number of adults who have not completed high school. Therefore, the institutions of higher education should cooperate with secondary schools in providing continuing education opportunities for these adults. Through these efforts the colleges and universities can insure Kentucky the benefits of an educated citizenry.

Kentucky's resources, though extensive, are not limitless. Its colleges and universities, though entitled to sufficient support to meet educational needs, cannot presume an inexhaustible supply of money, students, and new programs. As higher education enters a period of intensive development, emphasis must be placed upon interinstitutional cooperation; the development of specific educational missions; the elimination of undesirable or unproductive program duplications, if any; the judicious allocation of resources to high-cost programs; and the elimination of serious imbalances between manpower needs and the numbers of graduates. Only through the effective and efficient utilization of resources can the other goals of higher education be realized.

A "System of Higher Education"

To meet these goals, Kentucky should develop a system of higher education designed to meet the educational needs of the Commonwealth as a whole. The potential benefits of a system cannot be realized with the institutions' attempting to meet those needs independently. The Council on Higher Education was reconstituted by the Kentucky Legislature primarily as a coordinating board, with selected governing authority, for the specific purpose of establishing a "system of higher education" for the Commonwealth. Through cooperation between the Council and the institutions, the benefits of a system can be realized.

Because of Kentucky's geography, population distribution, historical development, and differing needs of its several regions, eight public universities and thirteen community colleges have developed. A "system of higher education" must recognize that the development and strengths of these institutions is an integral part of any plan for the development of higher education. Likewise, the system must encourage diverse programs to fulfill wide-ranging needs Kentucky, yet not at the cost of undesirable duplication. Each institution should contribute to a "system of higher education" in accordance with a specific mission and through selected and unique capabilities. This should not be construed as modifying or affecting the autonomy, authority, or independence of the Boards in their operation of the individual institutions.

The eight public universities and thirteen community colleges form the nucleus of a system of higher education. Through their cooperation with an extensive independent higher education system in the state, the educational needs of the Commonwealth can be adequately met. There is no need for additional public universities and colleges. The Commonwealth has a major task in adequately financing its present institutions; new institutions are not needed.

The Commonwealth cannot afford to have every university be all things to all people. A broad range of educational offerings, especially at the associate and baccalaureate degree levels, is encouraged. However, Kentucky must recognize that at the master's, doctorate, and professional degree levels and in selected high-cost and/or low-enrollment programs at the undergraduate level, decisions must be made to insure program quality, the effective and efficient utilization of public resources, the avoidance of undesirable duplication. There are, therefore, two basic issues involved in developing a system of higher education in Kentucky: Determination of the optimum mission of each component institution and determination of the most efficient and effective distribution of programs.

Turning first to the question of missions, what is needed is a system which would permit differentiation of function in the various institutions so that the institutions could collectively meet the needs for higher education. Such a system—made up of institution components, each with distinct missions—would offer a significant contribution toward quality education.

The need for an efficient and rational system of higher education in Kentucky is not at question; the type of system is. Such a system must offer the advantages of insuring undergraduate, graduate, professional, technical, and research opportunities, while reducing to a minimum unnecessary overlap and competition for resources. Additionally, it would encourage further development of the unique characters of individual institutions, thereby resisting any homogenization in educational offerings. Most importantly, it would promote a cooperative effort among the institutions to provide the best possible education.

Determination of distinct missions for the institutions of higher education leads to the second major issue in developing a

new system for higher education—the distribution of programs. These two issues are clearly interrelated; the distribution of programs among the universities and community colleges should be in accordance with the missions and scope of the institutions. The best possible assessment of educational needs, student demand, and current and future manpower requirements in the Commonwealth is crucial in program planning. Several areas which require further specific attention are:

- Agriculture
- Architecture
- Biological and Physical Sciences
- Engineering
- Engineering Technology
- Fine Arts
- Law
- Nursing
- Allied Health Programs
- Social Work
- Teacher Education
- The Liberal Arts
- Other Undergraduate Programs
- Master's Level Programs
- Doctoral Degree Programs
- Medical Centers

Financial Support for the System

In considering this alternative method of delivering educational programs and services, changes in financial organization must be considered. The key issue in the financial planning of higher education is working within the limited resources available. Beyond this overriding concern, the goals and needs of higher education in Kentucky could be accommodated by establishing differential costs for the levels of education (such as lower-division, upper-division, graduate, and professional), and by adopting a statewide policy which would subsidize different proportions of the cost of education.

The financing of higher education should not be based solely on the number or level of students; rather, the financing should stimulate innovation, quality, and creativity in program development. In developing the procedures for providing state support for higher education, qualitative factors should be incorporated which will recognize and support excellence and innovation in the development of programs and services by the institutions.

Statement of Principles

(Adopted by the Council on January 19, 1977)

To undergird a discussion of a system of higher education for Kentucky, basic principles must first be considered. Following are the most fundamental principles which a system of higher education should address and to which it should be committed:

1. To insure that any prospective student in Kentucky who is qualified or who can become qualified be provided an undergraduate educational opportunity, regardless of the person's social, ethnic, or economic circumstances.
2. To protect basic freedoms for inquiry, discussion, and learning within the institutions.
3. To offer opportunities for preparation in the professions, technologies, and advanced technical fields, as well as general education in the humanities, arts, and sciences.
4. To insure the most effective and efficient use of available funds and other resources in higher education, giving the public the greatest return on its investment.
5. To maintain and strengthen quality standards which will assure students and the public of a sound education, and to fulfill the basic requirements for institutional accreditation, and, where appropriate, professional accreditation.
6. To bring the resources of higher education to bear directly upon the solution, reduction, or elimination of some of Kentucky's, and the nation's, problems and needs by encouragement and support of pure and applied research by faculty and students and through expansion of public service programs.
7. To develop a wide range of educational programs, recognizing that not all programs will be found in a single institution, and that some programs may be available through contracts and consortia in other states.

8. To preserve and to cooperate with a viable, independent higher education system by assigning responsibilities and extending privileges to the independent institutions.
9. To expand opportunities for continuing and adult education.
10. To establish a policy of low-tuition education and a program of student financial assistance to insure access to higher education for all qualified students.
11. To encourage diversity and promote institutional autonomy through distinct missions and programs.
12. To determine appropriate admissions and tuition policies, and to establish enrollment levels, where appropriate.
13. To establish a consistent resident policy, and to preserve preferential admissions for all qualified Kentucky residents.
14. To promote and encourage higher education and the benefits it can provide for the quality of life in Kentucky.

University Mission Determination

The section entitled "A System for Higher Education in Kentucky" describes the need for and the benefits of developing a system in which each institution would assume a specific role. Within this system, the interrelationship of all institutions would provide the maximum availability of educational programs and services with the minimum requirement of resources. The general framework for a statewide system, based on the "Statement of Principles" should promote "quality education and research, efficient use of resources, effective communications and smooth movements of students between institutions." Such a system should provide the best possible educational opportunities for the citizens of Kentucky.

In deciding the scope of programs and services at the institutions, several criteria which were identified for the Council's Graduate Program Review Panel should be considered. For example, the quality of programs is a major factor in determining the effectiveness of the program in expanding knowledge, contributing to the resolution of social and economic problems, and enhancing the quality of life. Quality can be determined by such program aspects as the competency and performance of degree recipients, faculty characteristics, research and publication, admission standards, program requirements, course and seminar offerings, fiscal resources, equipment and facilities, and the appraisals of peers.

Another criterion is the need for the program, based on such factors as the problems or clients requiring attention; the type and number of unfilled positions in various business, government or civic organizations; and the institutional desire to strengthen existing programs. Since resources are generally inadequate for the needs, demands, and expectations of people, the program cost is an additional criterion in deciding whether the programs should be provided, at which institution, and at what level. Although cost-benefit analyses provide assistance for selecting programs based on benefits conferred and on output efficiencies, these analyses may be limited due to nonquantifiable, subjective factors.

An additional criterion in considering program scope is the productivity of the program as measured by the number of

degrees conferred, the research papers and monographs published by the faculty, expert consultation performed by the faculty, instruction for students in other disciplines, the type and amount of public service provided by the faculty, and related factors. Assessment of the full range of productivity is necessary to determine quality, to determine whether the needs justifying the programs are actually met, and to ascertain costs and relate these costs to the several program benefits. These criteria, along with the indirect benefits which result, are essential in considering the role and program scope of institutions.

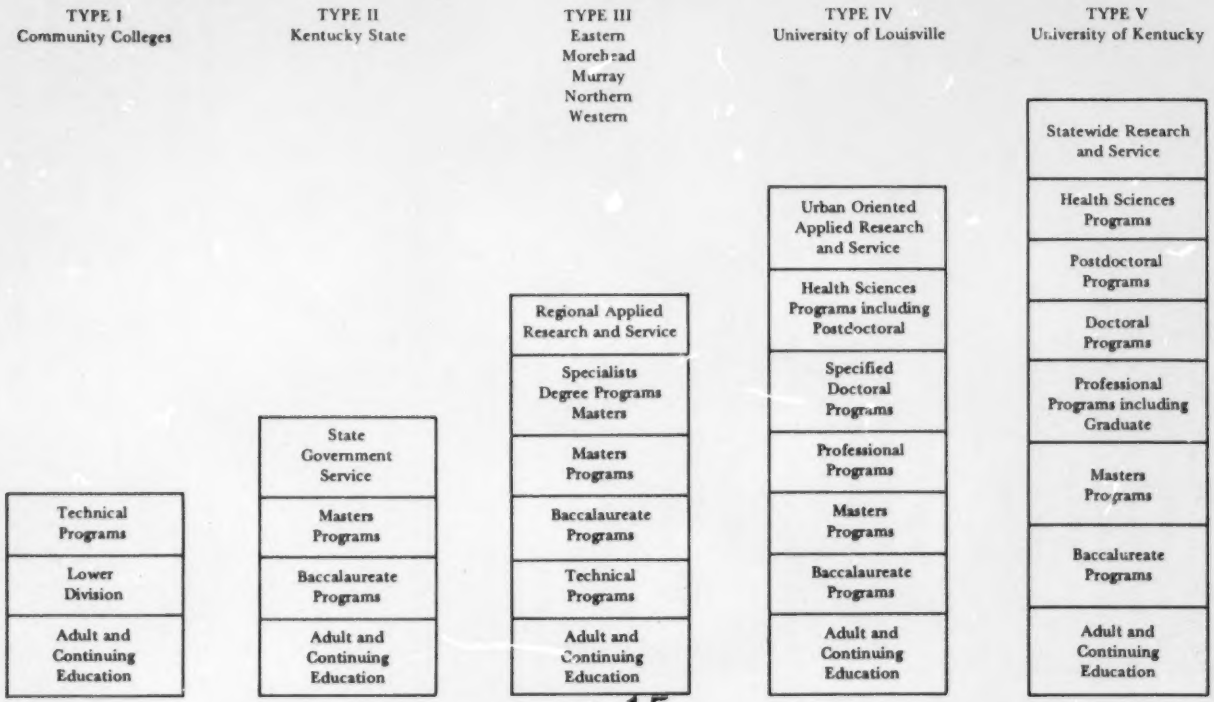
As resources become more scarce and instruction more specialized for job preparation, the need to systemize the higher education program offerings in the Commonwealth becomes more apparent. The taxpayers of Kentucky can ill afford to subsidize costly competitiveness and unnecessary proliferation of program offerings at the expense of a more logical and orderly system of offerings throughout the Commonwealth. Such practices actually impede the future growth and development of the state's colleges and universities and are not in their own best interests.

Each publicly supported institution of higher learning is hereby classified according to type with reference to its service population and role expectations. The classification, shown on the page opposite, is essential in determining the role and scope of each institution in the system.

In order to achieve the basic goals for higher education outlined in the phase one report of the Council's comprehensive planning activities, published in January, 1976, a statewide system will need to include the following characteristics:

A. Centralized coordination of program offerings at all levels and among all institutions;
B. Strong liberal/general offerings in each of the foundation disciplines at each of the publicly supported institutions;
C. Coordination and delimitation of off-campus course/program offerings;
D. A distinctive separation between, and commensurate support of, continuing education programs and academic credit programs;

CLASSIFICATION FOR A SYSTEM OF KENTUCKY HIGHER EDUCATION



E. Technical/career program offerings at the associate and baccalaureate levels at selected institutions to be determined by demonstrated need in the geographic area being served;

F. Graduate program offerings at the master's level at respective institutions to be determined by demonstrated need;

G. A broad range of doctoral level program offerings at the University of Kentucky (as the principal graduate-degree-granting institution) and joint programs between UK and other institutions; a concentration at the University of Louisville on doctoral program offerings in the health sciences and in areas unique to the Louisville metropolitan area;

H. Adequately funded and broadly based programs of pure or theoretical research at the University of Kentucky; research related to instruction, regional service programs, and approved institutional missions at all institutions.

I. Recognition of and program articulation with the vocational schools in implementing the "career lattice" concept in postsecondary education;

J. Coordination among the various state postsecondary education agencies, including the Council on Higher Education, 1202 Commission, State Board for Occupational Education, State Board for Elementary and Secondary Education, Kentucky Higher Education Assistance Authority, and any others.

K. Encouragement of innovation and program improvement at all levels; recognition and funding of developmental studies programs to assist students in meeting the entry level requirements of collegiate transfer and technical curricula;

L. No certificate programs of less than associate degree level unless it can be shown they are an integral part of associate and baccalaureate programs;

M. Each institution within the state system striving toward the full integration of, and equal opportunity for, all people of all races, colors, and creeds in keeping with state and national policy and constitutional mandates to that effect.

The statements in the following section describe the roles and program scopes for the public and independent institutions. This system will permit review, evaluation, innovation, and modification of programs and services. The proposed role and program scope statements for each institution are not permanent characterizations, but will be reviewed periodically by the institutions and the Council to provide modifications in programs and services.

Mission Statements

(Final adoption by the Council on June 8, 1977)

TYPE I

Community Colleges

This document does not address the governance nor the details of the mission of the community college system. A separate study of community college education in the Commonwealth is underway and will be reported separately.

TYPE II

Kentucky State University

Kentucky State University shall serve as a residential institution with a range of traditional collegiate programs appropriate to its size and resources. In addition, the University should focus on the special needs of state governmental employees and the expanding needs of state government. Associate and baccalaureate degree programs should be oriented toward career opportunities and related human and public service delivery and governmental services.

At the master's degree level, the University should emphasize public administration curricula to meet the needs of state government. These programs should be carefully articulated with related doctoral programs at the University of Kentucky. Kentucky State should continue its work in cooperative extension programs with the University of Kentucky.

The University's historic role in the education of Blacks is recognized, and Kentucky State should expand its efforts to build a library of pertinent historical materials.

TYPE III

Eastern Kentucky University

Eastern Kentucky University shall serve as a residential, regional university offering a broad range of traditional programs to the people of central, eastern, and southeastern Kentucky. Recognizing the needs of its region, the University should provide programs at the associate and baccalaureate degree levels, especially programs of a technological nature.

Subject to demonstrated need, selected master's degree programs should be offered, as well as the specialist programs in education. A retrenchment or elimination of duplicative or nonproductive programs is desirable, while development of new programs compatible with this mission is appropriate.

The University should continue to meet the needs in teacher education in its primary service region and should provide applied research, service, and continuing education programs directly related to the needs of its primary service region.

Because of the University's proximity to other higher education and postsecondary institutions, it should foster close working relationships and develop articulation agreements with those institutions. The University should develop cooperative applied research and teaching programs utilizing resources such as Lilly's Wood and Pilot Knob Sanctuary, and Maywoods.

Morehead State University

Morehead State University shall serve as a residential, regional university providing a broad range of educational programs to the people of northern and eastern Kentucky. Recognizing the needs of its region, the University should offer programs at the associate and baccalaureate degree levels which emphasize the traditional collegiate and liberal studies. Carefully selected two-year technical programs should be offered as well.

Subject to demonstrated need, selected master's degree programs as well as the specialist programs in education should be offered. A retrenchment or elimination of duplicative or nonproductive programs is desirable while development of new programs compatible with this mission is appropriate.

The University should continue to meet the needs of teacher education in its primary service region and should continue to develop programs to enhance the economic growth in Appalachia. The University should provide applied research, service, and continuing education programs directly related to the needs of the primary service region.

Because of the University's proximity to other higher education and postsecondary institutions, it should foster close working relationships and develop articulation agreements with those institutions.

Murray State University

Murray State University shall serve as a residential, regional university offering a broad range of educational programs to the people of western Kentucky. Recognizing the needs of its region, the University should continue to offer programs at the associate and baccalaureate degree levels which emphasize the traditional collegiate and liberal studies.

Subject to demonstrated need, selected master's degree programs should be offered as well as specialist's programs in education. A retrenchment or elimination of duplicative or nonproductive associate degree programs is desirable, while development of new programs compatible with this mission is appropriate.

The University should continue to meet the needs in teacher education in its primary service region and should provide applied research, service, and continuing education programs directly related to the needs of its primary service region.

Because of the University's proximity to other higher education and postsecondary institutions, it should foster close working relationships and develop articulation agreements with those institutions. The University should develop cooperative applied research and teaching programs utilizing the unique opportunities available at Murphey's Pond and the Kentucky Lake Biological Station.

Northern Kentucky University

Northern Kentucky University shall serve students living in its immediate environs and offer a broad range of educational programs which emphasize the traditional collegiate and liberal studies. Recognizing the needs of its region, the University shall provide programs primarily at the associate and baccalaureate degree levels.

Subject to careful justification, selected master's degree programs, as approved by the Council on Higher Education, may be offered. The provision of broader graduate education services shall be provided by a graduate education center at Northern Kentucky University in which the participation of one or more advanced graduate education universities is arranged through Northern.

The University should continue to offer health and selected technical programs because it serves as a community college for the area.

Because of its close proximity to other higher education and postsecondary institutions, Northern should foster close working relationships and develop articulation agreements with those institutions. The University should provide applied research, service, and continuing education programs directly related to the needs of its primary service region.

The development of a community studies center encouraging applied research and public service activities would provide a unique opportunity for cooperating with other institutions and for service in the northern Kentucky area.

Western Kentucky University

Western Kentucky University shall serve as a residential, regional university offering a broad range of traditional programs to the people of southcentral and portions of western Kentucky. Recognizing the needs of its region, the University should provide programs at the associate and baccalaureate degree levels, especially programs of a technological nature.

Subject to demonstrated need, selected master's degree programs should be offered as well as the specialist programs in education. A retrenchment or elimination of duplicative or nonproductive programs is desirable while development of new programs compatible with the mission is appropriate.

The University should continue to meet the needs in teacher education in its primary service region and should provide applied research, service, and continuing education directly related to the needs of its primary service region.

Because of the limited community college opportunities in the service region, the University should develop its Bowling Green Community College component, emphasizing technical programs. The University should develop close working relationships and develop articulation agreements with other institutions.

TYPE IV

University of Louisville

The University of Louisville shall be a major university

located in the largest urban area and shall meet the educational, research, and service needs of its metropolitan area with a broad range of programs at the baccalaureate and master's levels. The University of Louisville shall continue to offer those doctoral degree and postdoctoral programs related to the health sciences. The University of Louisville will continue to share with the University of Kentucky a statewide mission in medicine, dentistry, law, and urban affairs. However, the financial resources of the Commonwealth are limited. Kentucky cannot afford to develop two comprehensive programs at the doctoral level, currently and in the future. Therefore, at the doctoral level, the University of Louisville may offer a limited number of carefully selected programs which are not unnecessarily duplicatiave and which are relevant to the needs of its metropolitan service area. Doctoral programs not consistent with this statement shall be phased out as soon as practicable, with due regard to the interests of students already enrolled and to faculty and staff employed therein. In the health sciences, close coordination with the University of Kentucky must be maintained.

While it may be necessary for other institutions to offer certain programs therein, the specific responsibility to satisfy the broad range of undergraduate, master's, and special needs of the residents of the metropolitan service area of Louisville and Jefferson County rests with the University of Louisville. Careful articulation of academic programs at Jefferson Community College and the University of Louisville should be developed to enhance educational opportunities in the Louisville and Jefferson County metropolitan service area.

TYPE V

University of Kentucky

The University of Kentucky shall be the Commonwealth's only statewide institution. It shall serve as the principal graduate-degree-granting university in the system and as the principal institution for statewide instruction, research and service programs in all fields without geographical limitation.

By virtue of these responsibilities, the University shall serve as a residential institution and maintain a wide range of academic programs at the baccalaureate, master's, and doctoral

degree levels, with professional programs as approved by the Council on Higher Education. Because of its designation as the principal research, service, and graduate institution, the University shall emphasize the development of its graduate, professional, research, and service programs. It is essential to the success of the entire system that the University shall exert maximum effort for cooperative doctoral programs with other universities in the Commonwealth and cooperate in applied research and service with other institutions. In the health sciences, close coordination with the University of Louisville must be maintained. This emphasis may require retrenchment of some programs and limitations on undergraduate enrollment at the Lexington campus.

THE INDEPENDENT INSTITUTIONS

While all educational institutions perform the public function of educating citizens, independent institutions differ from publicly supported institutions in two significant ways. First, their governing boards are not linked directly to governmental structures by appointment or election. Second, their sources of revenue for most institutions are predominantly private sources.

Close cooperation between the independently governed, regionally accredited colleges in the private sector and the supported institutions is imperative if the needs of the Commonwealth are to be appropriately met. To best serve the citizens, such cooperative efforts must preserve the philosophical and historical differences which exist between independent and public education and which characterize the "dual" system of higher education. Proposals related to funding which involve direct general subsidization of independent institutions tend to weaken that distinction and as a matter of sould public policy should be avoided. There are programs which maintain the distinction and merit support. Primary among these are programs of direct financial aid to Kentucky students attending independent colleges including both the existing need-based Kentucky Tuition Grant Program and also tuition equalization grants. Others are programs of cooperation, including library and computer networks, as well as specific contractual arrangements which could include a bonding authority and low interest loan arrangements.

To facilitate effective cooperation, the independent institutions have agreed to report and inventory their programs through the Council of Independent Kentucky Colleges and Universities at appropriate intervals. These reports are being made in response to the needs of the Commonwealth to plan with adequate knowledge of programs in the independent sector. The Council on Higher Education recognizes that part of the value of the independent colleges lies in their diversity and independent governance and welcomes this cooperation.

Legislation should be developed that would permit appropriate agencies of the state to contract for educational services in areas of Kentucky where specific needs are not being met or where a broader range of services could be provided by public and independent institutions working together. In order to meet the needs of students, independent institutions might expand their offerings by contracting with the Council on Higher Education or other appropriate state agencies to provide educational services in a cost-effective manner.

As planning, contracting, and interinstitutional cooperation processes are developed, specific advisory roles for the independent sector in the Council on Higher Education's policy and decision-making processes should be developed and defined. In addition, there is a need for an explicit statutory statement which recognizes the independence of the non-tax-supported institutions as well as their contribution to the Commonwealth and which spells out the responsibilities and authority of the Council in involving the independent sector in its mission of coordinating higher education.

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